2018

Bates Technical College

AD HOC SELF-EVALUATION

FEBRUARY 26, 2018

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Introduction

This Ad Hoc Self-Evaluation Report is in response to the February 13, 2017, letter received by Bates Technical College from the Northwest Commission on Colleges and Universities after the fall 2016 Mid-Cycle Evaluation. The letter asks Bates Technical College to provide an Ad Hoc Self-Evaluation Report covering Recommendations 3, 7 and 8 of the fall 2013 Year Seven Peer-Evaluation Report. In the following pages, each recommendation will be listed and details about the progress towards meeting the NWCCU expectations will be summarized.

Recommendation 3

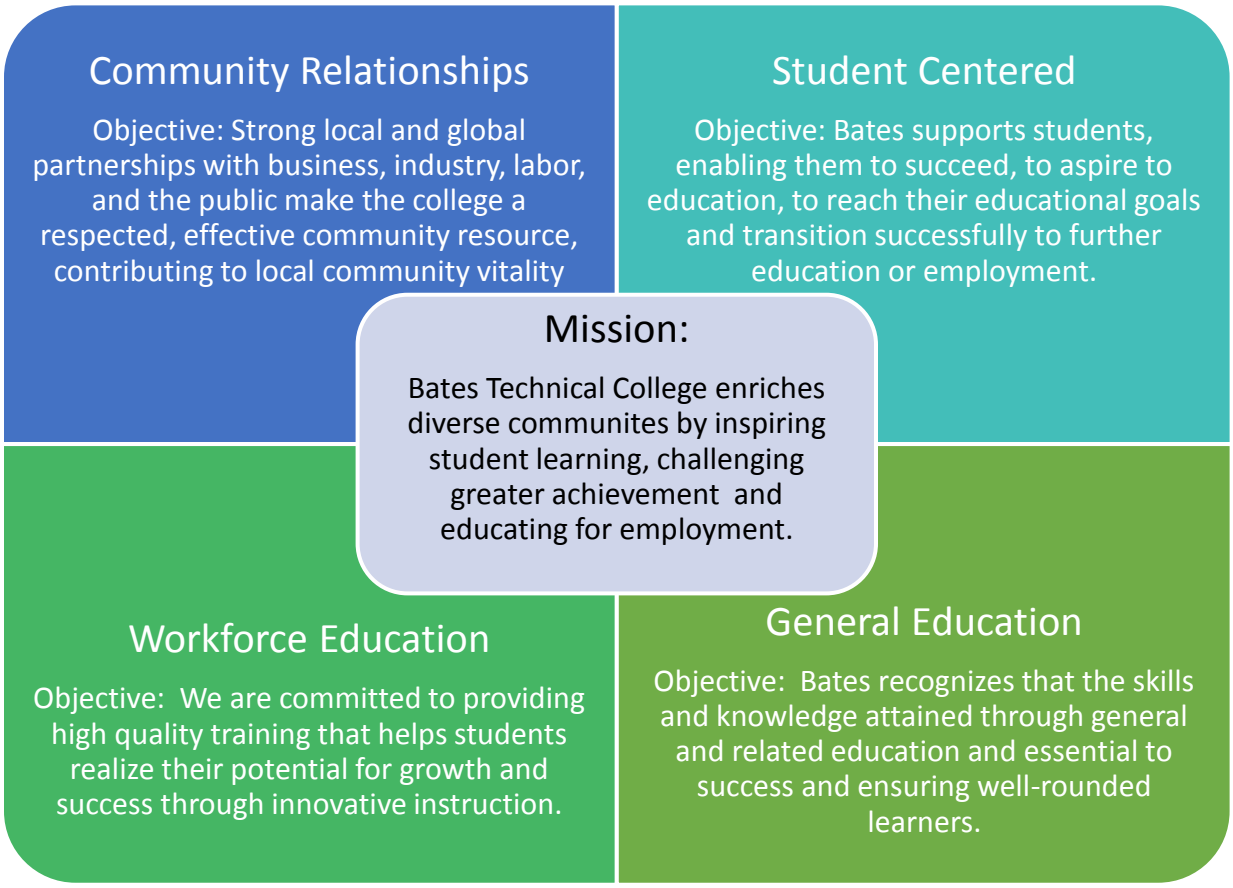
The evaluation committee recommends that the College align its planning processes to ensure that they inform mission fulfillment (Standard 3).

Mission Fulfillment through Key Performance Indicators Framework

Measuring mission fulfillment at Bates Technical College is through key performance indicators (KPIs) aligned under each of our Core Themes. Core Themes come from the measurable parts of the Mission Statement. The Core Themes are:

1. Effective **Community Relationships**
2. **Student Centered** Success
3. High Quality **Workforce Education**
4. Essential **General Education**

The following graphic illustrates the relationship between the Core Themes and the Mission.



Establishing Key Performance Indicators

Background

In fall of 2016, Bates Technical College received feedback on the current strategic plan and key performance indicators during the Mid-Cycle Evaluation. The evaluators highlighted the need to have key performance indicators (KPIs) under each of the Core Themes, instead of the Strategic Directions. The concern was that there are key performance indicators aligned under more than one Core Theme. The evaluators suggested developing unique key performance indicators (KPI) under each Core Theme.

In February 13, 2017, Bates Technical College received a final notification from Sandra E. Elman encouraging the institution to build upon its Mid-Cycle Evaluation efforts and strongly recommends that the College further consolidate its mission, core themes, strategic issues as pertains to mission fulfillment and to address that progress in its Year Seven Mission Fulfillment and Sustainability Self-Evaluation Report.

Action

College Council met in April and May 2017 to discuss the feedback from the letter dated February 13, 2017. Specifically, in April the college council did a preliminary review of the Standards and discussed developing a one-to-one correspondence between the Core Themes and the Strategic Directions.

On May 24, 2017, the College Council met and discussed developing KPIs under each Core theme to directly measure mission fulfillment. In the summer of 2017, Bates Technical College formed a task force to select new measures under each Core Theme. The task force consisted of a smaller group from the College Council (**Appendix A**), which represented interests across the college—faculty, staff, students and administration. The task force met off campus for two days on June 28 and 29, 2017, in Port Angeles, Washington. The task force was composed of the following members:

- Christina Blocker -- *Trustee*
- Ron Langrell, PhD -- *President*
- Al Griswold -- *Executive Vice President of Instruction/Chief Academic Officer*
- Lin Zhou, PhD -- *Vice President of Institutional Effectiveness & Student Success*
- Blake Ingram -- *Dean of Instruction*
- Jon Bolas -- *Director of Outcomes, Assessment & Research*
- Roland Robison -- *Faculty & Co-Chair of College Council*
- Kevin Loveland -- *Systems Administrator & College Council Co-Chair*
- Bryce Battisti -- *Instructional Designer & Assessment Committee Chair*
- Emma Ruhl -- *Executive Assistant to VP of Institutional Effectiveness & Student Success*
- Amanda Quintana -- *Faculty*
- Rhonda Sample -- *Disability Support Services Assistant Coordinator*
- Tucker Bush-Kaufman -- *Student*

The minutes (**Appendix B**) from the task force's meeting lists all actions taken during the retreat. The task force worked with the original Core Theme document (**Appendix C**) from February 2012 that informed the current Strategic Directions. The Core Theme document is the product of internal and external scans. While thorough and organized under the Core Themes, the document contains too many indicators to manage effectively.

Given the amount of indicators in the Core Theme document, the task force developed a scoring rubric to identify the most meaningful indicators in odd number for measuring mission fulfillment with the goal to achieve greater than 50% of the targets set under the Core Theme.

Key Performance Indicators Rubric

Criteria	1 - Not met	2 - Met	3 - Exceeds
Strategic objective alignment	The measure does not align with the strategic objective for the core theme.	The measure at least partially satisfies the intent of the strategic objective.	The measure satisfies the entire scope of the strategic objective.
Measurable	The measure is not quantifiable.	The measure is quantifiable.	The measure is quantifiable and there are comparison data available. For example, can be compared against other colleges.
College-wide impact	The measure is only relevant for a select group of students or departments.	The measure is of interest college-wide.	The measure has impact college-wide and is meaningful for decision-making in most areas.
Timeliness	The data are not available in time for meaningful planning/decision-making.	The data are available at least annually to track progress on annual plans.	The data are available at least quarterly to track progress on annual plans.
Can be dis-aggregated	Data cannot be disaggregated into sub-populations.	Data can be disaggregated to at least the program level.	Data can be disaggregated to the student/employee or grade/assignment level.

After scoring, the task force recommended 14 KPIs to measure mission fulfillment. The following core themes and KPIs are the outcome of this process:

Core Theme 1: **Workforce Education**

KPI 1: Job placement of career training students
KPI 2: Number of programs with accreditation
KPI 3: Proportion of programs that have human diversity learning outcomes in their curricula

Core Theme 2: Student Centered

KPI 1: 1-year Completion/Retention rate of all students
KPI 2: Proportion of students that are students of color, students with disabilities, first-generation and non-traditional
KPI 3: Conversion rate: students transitioning from initial contact to enrollment in a college course or program
KPI 4: Student progression through course requirements for program as measured by SAI progression points
KPI 5: Average score of student satisfaction survey responses for support areas

Core Theme 3: General Education

KPI 1: Student achievement initiative points in ABE, quantitative reasoning and transitioning basic skills students
KPI 2: Proportion of students completing required general education courses within first three quarters as specified by degree requirements
KPI 3: Proportion enrolled in general education courses by mode of delivery

Core Theme 4: Community Relationships

KPI 1: Proportion of programs with work-based learning sites or internship opportunities
KPI 2: Diversity of Advisory Committee members as measured by the proportion who are under-represented minorities
KPI 3: Donations in cash or in kind

Scorecard

The task force chose an odd number of KPIs under each Core Theme in order to use the measures in a scorecard. Scoring: meeting a Core Theme is defined as exceeding at least 50% of the KPI targets for that Core Theme. Mission fulfillment is when all four core themes are successfully met.

Next Steps

The Board of Trustees will review the 14 recommended KPIs. Baseline data will be collected and will guide the discussion at College Council for setting targets. The targets will be sent to Executive Cabinet and the Board of Trustees for approval. Once approved, the key performance indicators will guide budgeting and planning discussions going forward.

Recommendation 7

The evaluation committee recommends that the College fully implement student learning outcomes assessment across all courses, programs, degrees, and general education and systematically use the results of assessment to influence planning and resource allocation for improvement of the College's instructional and student support programs (Standard 4.A.2 and 4.A.5; Recommendation 1 of the Fall 2010 Focused Interim Evaluation Report and Recommendation 1 of the Fall 2011 Year One Peer-Evaluation Report continue in Recommendation 7 of the Fall 2013 Year Seven Peer-Evaluation Report).

Introduction

Bates Technical College helps students realize their potential for growth and success through innovative instruction in a nurturing, diverse environment. When students achieve their career and personal goals, they strengthen the region's social and economic vibrancy. To ensure students across the institution reach their potential, Bates Technical College measures institution-level student learning outcomes across all courses, degrees, programs and general education in three areas:

1. Effective Communication
2. Critical Thinking
3. Human Diversity

These institution-level learning outcomes are in alignment with the Bates Technical College's Core Themes and reflect the guiding expectations for all programs. The following assessment plan is designed to fully address accreditation standards 4.A.2 and 4.A.3 and partially address standard 4.A.5 from the Northwest Commission on Colleges and Universities.

Creation of Bates Technical College Assessment Committee

The current version of the Bates Technical College Assessment Committee (AC) held its first meeting on January 20, 2016. It was necessary to create the AC because Bates faculty needed to be more centered on student learning. An instructional dean invited faculty from across all three campuses representing academic and career training programs, adult basic education, IBest, libraries, online and face to face instruction. The chair of the Curriculum Committee (CC) presented recommendations for bylaws and how the two committees could best work together to coordinate approval of course changes. A past member of the previous Assessment Committee and an instructor with experience coordinating student learning outcomes and assessment at another college offered insights into the process we might use to design an effective system at Bates. Science Instructor and Instructional Designer, Bryce Battisti, was elected by those present as Assessment Committee chair. The institutional researcher, Jon Bolas, has collaborated with the committee from the beginning to help organize the data reporting structure and align our process with NWCCU expectations. In June of 2016 the Assessment Committee participated in a full day retreat with the CC to create a process for

student learning outcomes and curriculum review. The AC held a retreat the following summer to finalize standards for assessing student learning outcomes clarity and measurability. The committee has continued to meet once a month since January 2016 and has developed a robust and effective student learning outcomes assessment process that pairs seamlessly with the college's mission and encourages instructors to reflect on and improve student learning.

Please refer to (**Appendix D**) the table of dates, events, details and data related to the formation and operation of the Assessment Committee. Current Assessment Committee membership is as follows:

Assessment Committee Members

Chair

- Bill Swarens – *Instructor: LPN*

Administrative Assistant/Recorder

- Anthony Howard

Voting Members

- Bryce Battisti – *Instructional Designer*
- Teresa Borchardt – *Instructional Designer*
- Lynn Neal – *Instructor: Basic Skills*
- Matt Spitzer – *Instructor: Powersports*
- Shawn Adams – *Instructor: Dental Assisting*
- Brian Parker – *Instructor: Digital Media*
- Paula Grow – *Instructor: IBest*
- Mike Wood – *Librarian*

Ad Hoc Members

- Al Griswold – *VPI*
- Jon Bolas – *Institutional Researcher*
- Blake Ingram – *Instructional Dean*

Purpose of Assessment Committee

Helping Faculty Write Clear and Measurable Student Learning Outcomes (SLOs)

The Assessment Committee uses the ABCD Model to assist faculty in the writing of high-quality SLOs for their programs and courses. Our SLOs communicate to students what they will learn while studying at Bates Technical College.

Student Learning Outcomes Assessment (SLO)

SLO assessment is measured at the course level and aligned at the program and institution level through an SLO matrix (**Appendix D**). All course level SLOs relate to at least one SLO at the program level. The goal is also to have at least one learning outcome in each program align with each institutional level learning outcome. Instructors enhance student success by designing assignments with objectives that align with outcomes from the module/unit, course, and degree, as well as with the institutional student learning outcomes. This alignment gives students a repeated practice at mastering the knowledge, skills, and abilities that form the outcomes, and thereby increase the likelihood that they will emerge from the college having mastered those learning outcomes.

Institution Student Learning Outcomes

Bates' Institution Student Learning Outcomes (ISLOs) were previously called College-wide Learning Outcomes when the Curriculum Committee wrote and ratified them in 2013. In 2016, the Assessment Committee operationalized the Measurable Indicators College-wide Learning Outcomes document into the following rubrics. Faculty reference these rubrics when assessing student progress on ISLOs. A sample of the rubric is below on next page:

Assessing Institution Student Learning Outcomes

Human Diversity ISLO

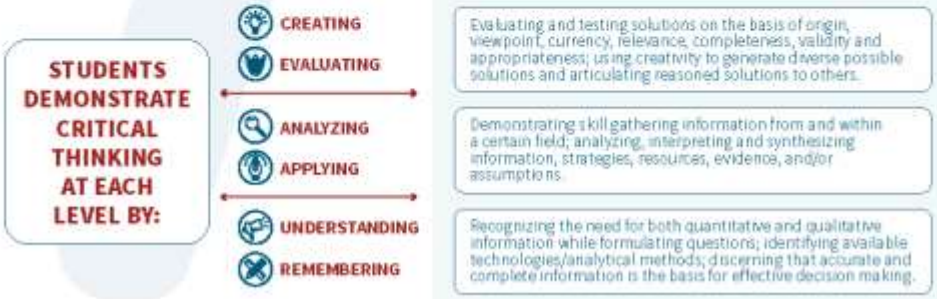
Recognize, interpret and respond to the differences and commonalities among people in the workplace and the learning environment.

Effective Communication ISLO

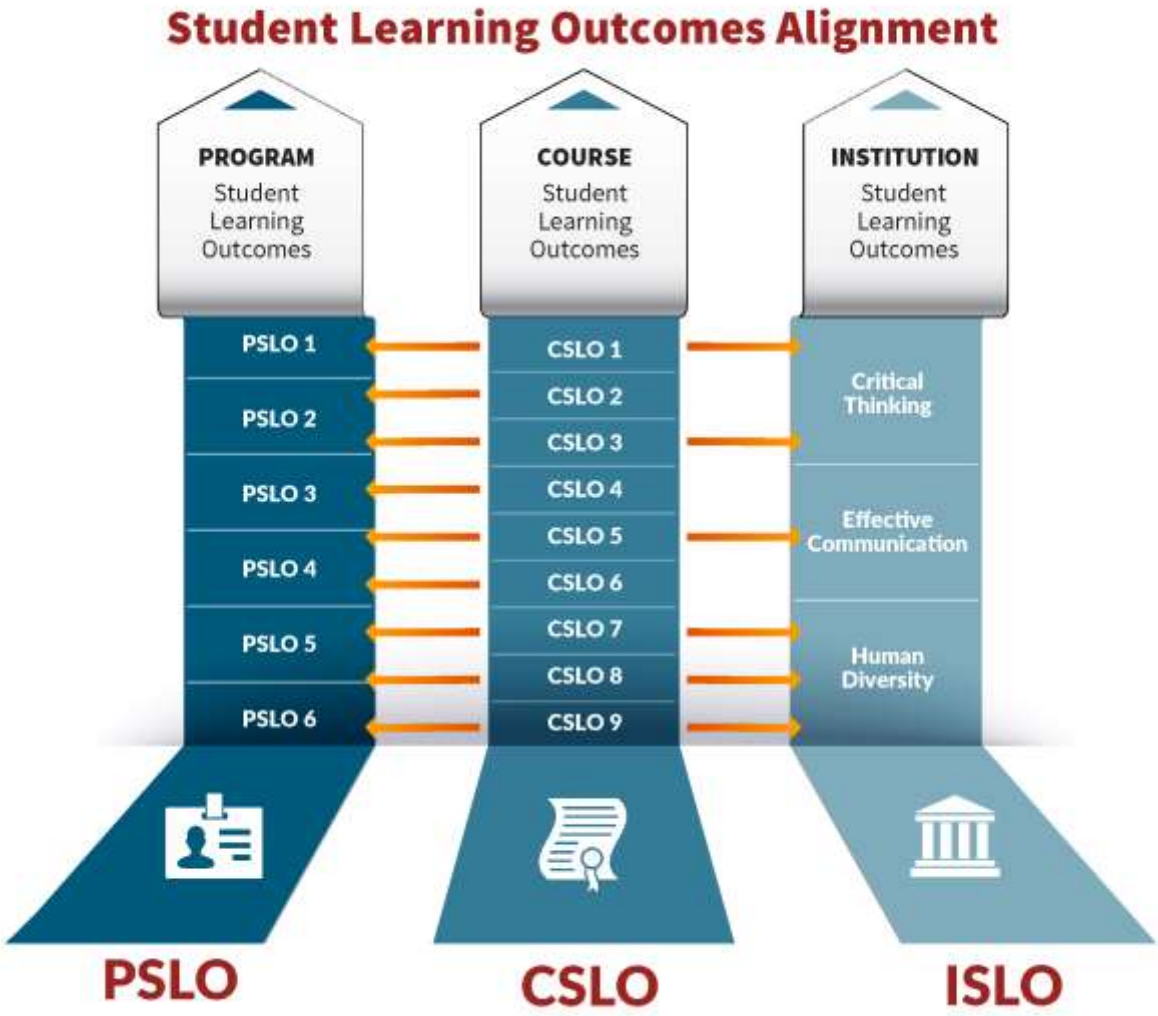
Identify relationships among ideas, point of view, and language choices by reading and writing critically.

Critical Thinking ISLO

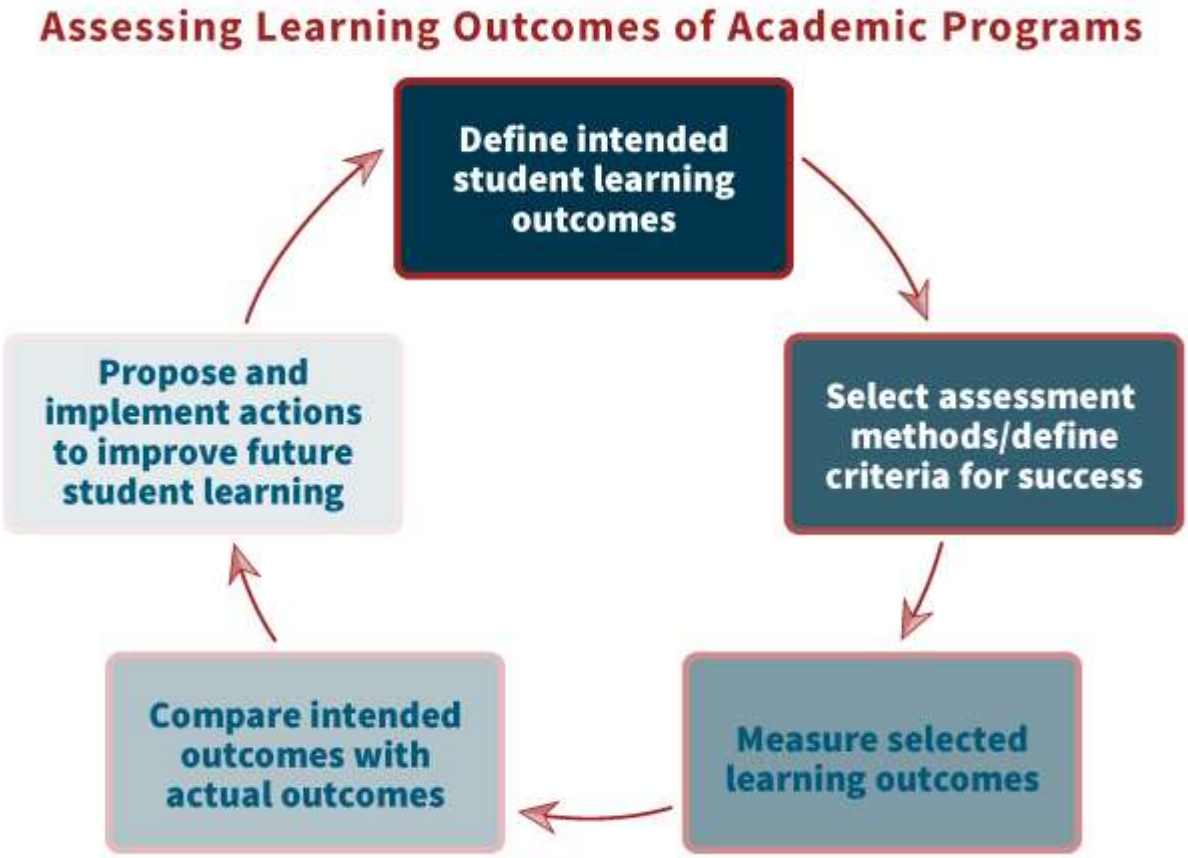
Use evidence to make informed, clear and rational decisions while keeping an open mind.

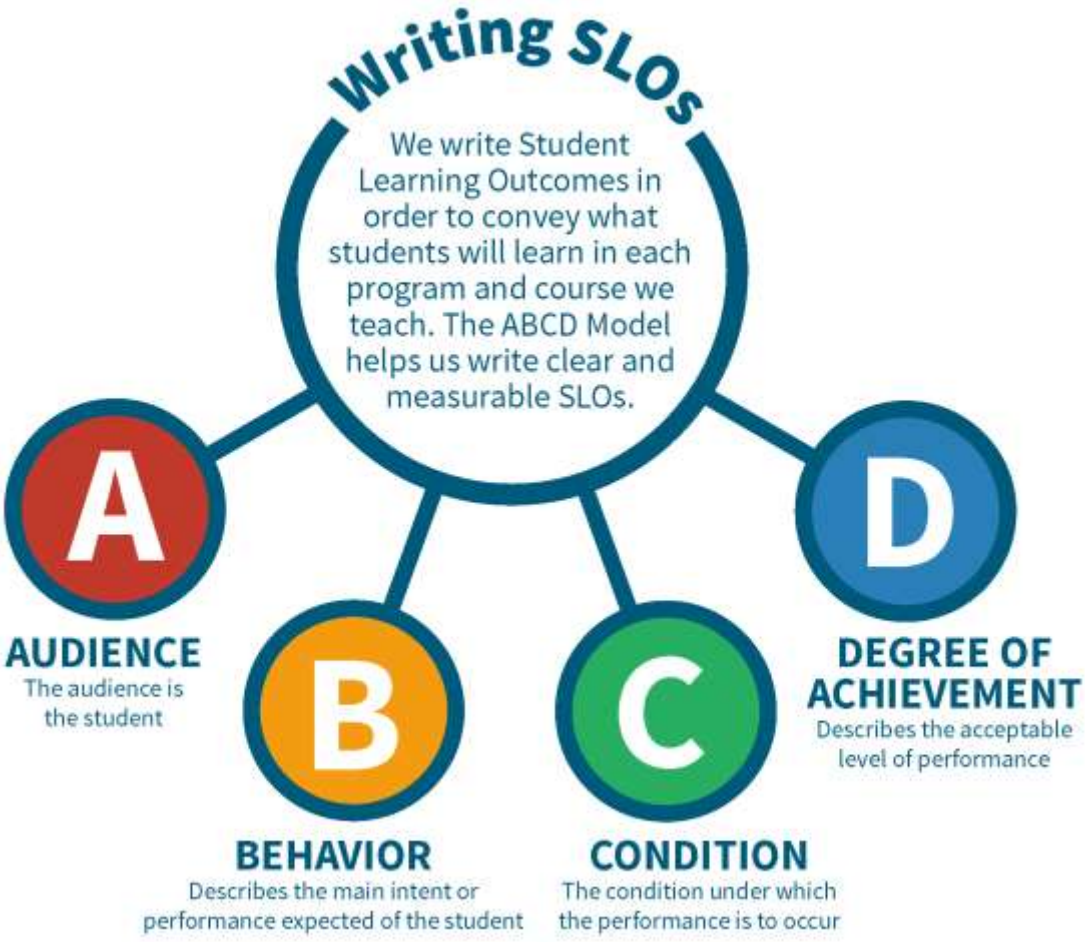


Student learning begins with individual instructors. Their work provides the foundation for attainment of a degree. SLOs are the building blocks for courses, programs and fulfilling the mission of the college. When combined with program level assessment (program review), instructors are able to evaluate the overall effectiveness of their programs and develop improvement plans that can be submitted as part of their annual budget. To build on best practices across the institution, Bates is working to systematically document SLOs and faculty are encouraged to share the results of their annual improvement efforts during professional development days.



Bates is successful as a college to the extent that students learn what they came here to learn. We document our offerings and expectations for student learning in the form of Student Learning Outcomes (SLOs). Tracking and reporting student performance on SLOs helps in our efforts to continuously improve student learning.


Assessing Learning Outcomes of Academic Programs
Define intended student learning outcomes
Select assessment methods/define criteria for success
Measure selected learning outcomes
Compare intended outcomes with actual outcomes
Propose and implement actions to improve future student learning



Process of Assessment Committee

The Assessment Committee created the Bates Outcomes Builder (BOB) as an online interactive tool for helping faculty write clear and measurable Course-level Student Learning Outcomes (CSLOs) in the ABCD format. The tool can be easily accessed on the college website at: http://www.bates.ctc.edu/BOB
Features of the BOB tool include:

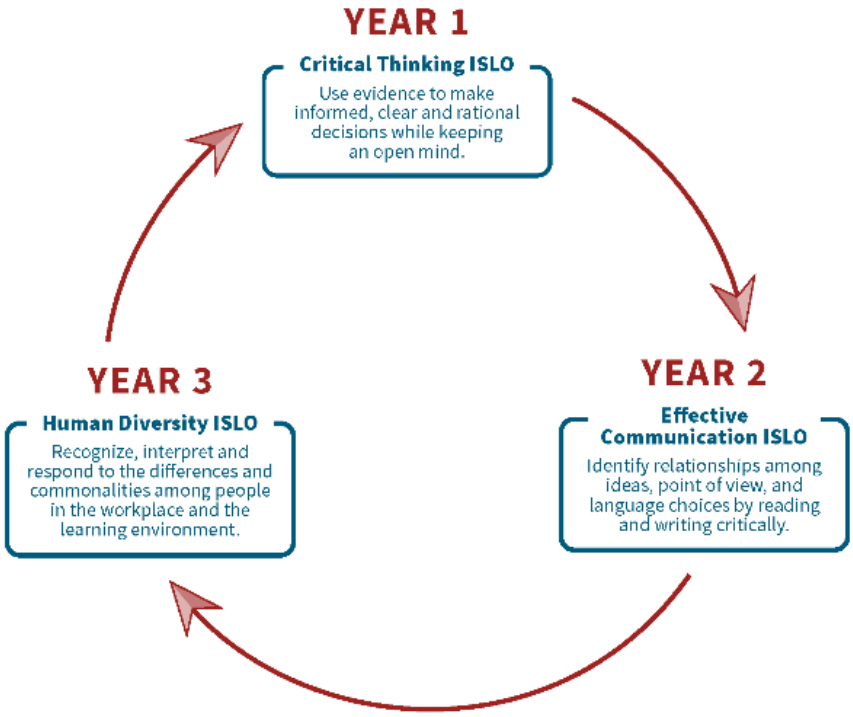
- Example ABCD outcome
- Links to theoretical learning domain research
- Step-by-step process
- Built-in explanations of educational terminology
- Easy creation of multiple outcomes in one sitting

The Assessment Committee meets monthly to review changes made to Student Learning Outcomes (SLOs). Courses or programs with new or revised SLOs must get them approved by the Assessment Committee before seeking approval for changes from the Curriculum Committee. We use a simple scale to evaluate SLOs on ABCD criteria.

All learning outcomes are documented for each program at the college in our Online Repository of Curriculum (ORC) Assessment Dashboard. For more information about the ORC process please consult the Curriculum Committee's web pages.

Documenting Student Performance on Course-level Student Learning Outcomes (CSLOs)

The committee gathers evidence from instructors annually on how well students are performing on learning outcomes at the course level. Each CSLO is aligned with outcomes at the program and institution level. By focusing one Institutional Student Learning Outcome (ISLO) per year the Assessment Committee documents how students are meeting the full spectrum of outcomes every three years.



Annual Surveys

Each year we survey faculty to ask how their students are doing on student learning outcomes related to the year's theme: Critical Thinking, Effective Communication or Human Diversity. The Survey itself is sent directly to faculty via campus email. This a preview of the second page of the Effective Communication Plan survey from fall 2017:

See next page.

Student Learning Outcomes - Plan (Effective Communication) FALL 2017

2. Plan to improve student outcomes - part 1 (R/U)

1. Please list your chosen CLSO and associated course number as they appear in the MCO. This **first** one should be emphasized **early** in a student's program and center on students' ability to Remember/Understand (R/U) concepts/attitudes/skills. Students demonstrate effective communication at this level by:
Reading and listening analytically with understanding and openness toward other points of view; writing and speaking clearly, accurately, fluently and with a sense of continuity.

Course #

SLO

2. How will you assess this **first** CSLO?

Describe the improvements in students' skill or understanding you hope to see on this assessment:

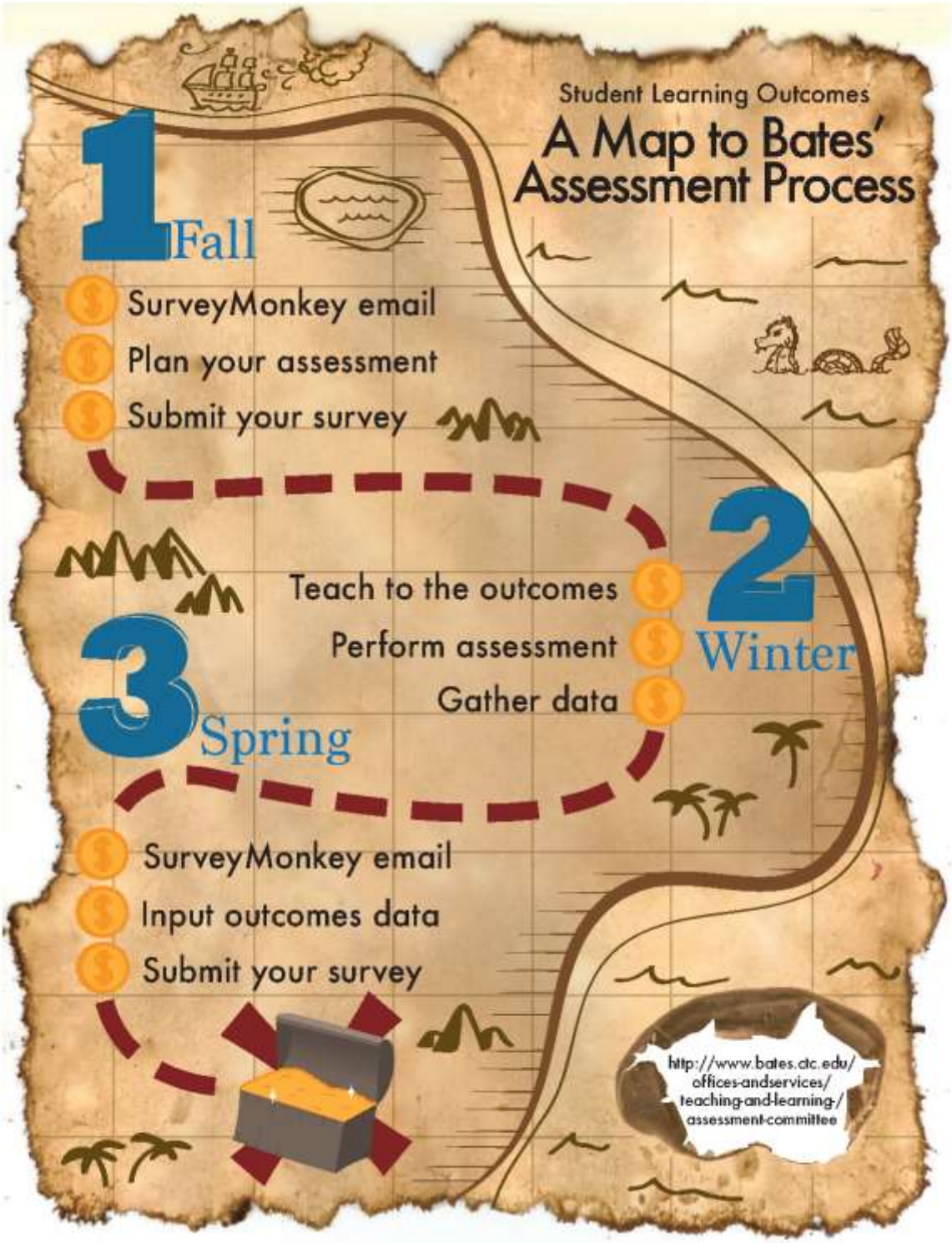
3. What will you change to improve student learning on this CSLO?

4. How will these results affect your teaching/program?

2

Electronic Pre-Assessment and Post-Assessment Process

One of the ways we advertise the survey and remind faculty to complete it is with electronic and print copies of this map to the student learning outcomes assessment process:



Survey Results

Each summer the Assessment Committee analyzes the SLO Survey results. Results are posted on the Assessment Committee website. Instructors are encouraged to carefully study these results for insights from their colleagues on how to improve student learning. The survey also includes a section on resources needed to improve student learning—for planning and budgeting purposes.

Critical Thinking, 2017

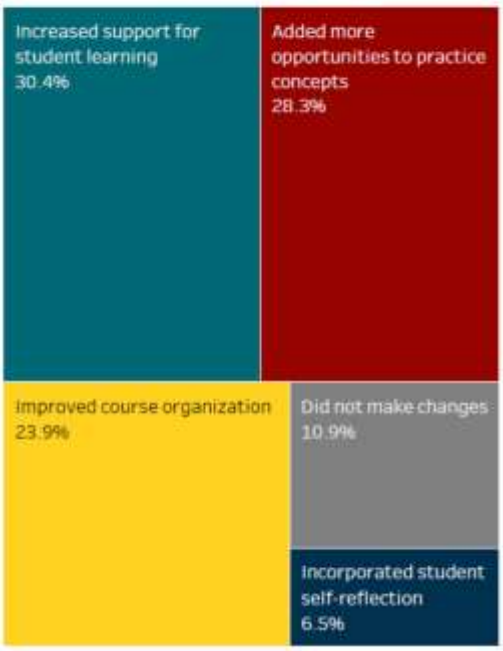
Question: What proportion of students demonstrated Critical Thinking at these three levels of Bloom's Taxonomy: Remember/Understand, Apply/Analyze, Evaluate/Create?

Finding: Approximately a third of students are exceeding expectations for the critical thinking student learning outcomes across all orders of Bloom's taxaonomy

Finding: A greater proportion of students are not meeting critical thinking student learning outcomes at the evaluate/create order compared to the remember/understand and apply/analyze orders of Bloom's taxonomy.

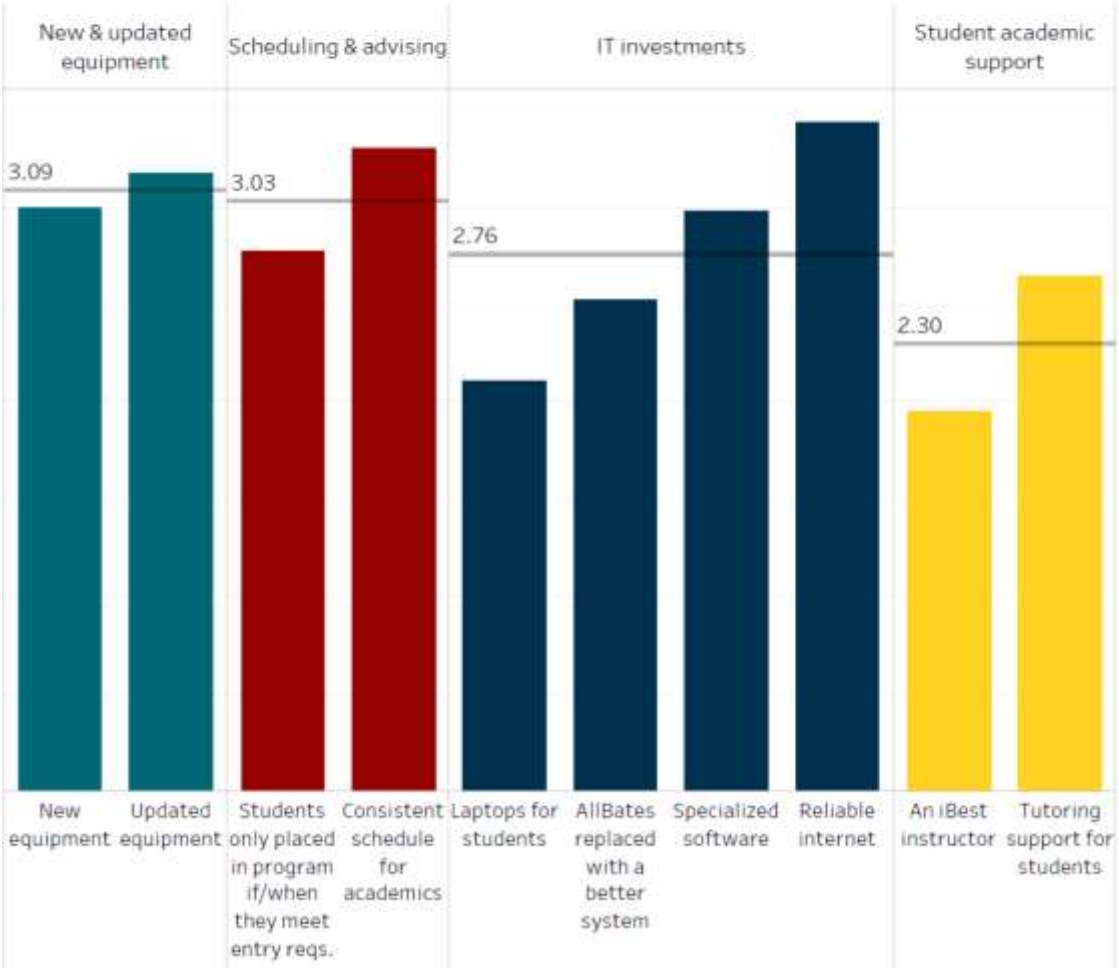
Question: What did you do differently this year to bring about the improvement you saw in student learning on these objectives?

Increased support for student learning	Changed assignments to increase comprehension	3
	Added interdepartmental support	2
	Added learning objects to Canvas	2
	Increased 1 on 1 help	2
	Added materials to enhance understanding	1
	Added videos for problem areas	1
	Increased lecture time on difficult content	1
	More examples related to industry	1
	Shorter response time for student feedback	1
Added more opportunities to practice concepts	Increased practice/exercises	5
	Added labs	4
	More group work	2
	Promoted free test certification	1
	Repetition of skills	1
Improved course organization	Clarified assignment expectations	4
	Improved sechedule of activities	3
	Allowed more time to complete work	1
	Changed group testing to individual testing	1
	More in-class discussions	1
	Tailored assignments to match student interests	1
Did not make changes	Will change later	3
	No need for changes	2
Incorporated student self-reflection	Goal setting	1
	Journaling for formative assessment	1
	Self-evaluations	1



Question: What resources do you need to foster further improvements in student learning on these objectives?
(1 = Not Needed : 2 = Not Important : 3 = Important : 4 = Very Important)

New & updated equipment	3.09
Scheduling & advising	3.03
IT investments	2.76
Student academic support	2.30



Next Steps:

Effective Communication, summer 2018

Human Diversity, summer 2019

Recommendation 8

The evaluation committee recommends that the level of support for the library is augmented for improved library access for students, and the financial means to acquire information resources with an appropriate level of currency, depth, and breadth to support the institution's mission, core themes, programs, and services (Standard 2.E.1).

Actions taken by the College to address recommendations	Improvement results
The faculty librarian applied for and received a **$3,000 grant** administered by *Tacoma Community College* to collaboratively develop an Open Educational Resource (OER) in the format of a new Algebra 1 course, to be made available to online students at zero-cost for course materials.	The new OER Math course was reviewed, approved, and published on Canvas Commons and is being taught at Bates in fall quarter 17.
The library applied for and received a **grant of $1,500** from the Washington State Library to acquire Microsoft Office Specialist (MOS) books and materials for the library collection, and to promote zero-cost MOS certification for Bates students, staff, and faculty through the on-campus Testing Center.	A total of 93 MOS exams were taken in the on-campus Testing Center during the grant period from January to August 2017.
New **EBSCO databases** (Academic Search Elite, Associates Programs Source Plus, Health Source: Nursing/Academic, AHFS Consumer Medication Information, Science Reference Center, Education Full Text, Point of View, and Biomedical Reference) were added to the online databases, ebooks and audiobooks previously available. The library purchased two large screen monitors, two computers, and two webcam/microphones to provide **audio/video connectivity** to one study room each at the Downtown and South Campus library locations. The library prepared and submitted a **budget proposal** to establish library services at our Central Campus location.	Students, staff, and faculty have improved information access with the addition of thousands of sources, including academic journals, newspapers, magazines, and professional trade journals, covering a broad spectrum of subject areas. Students will be able to communicate remotely with instructors and peers for solo conferencing and small group work. Notification of proposal result pending.
In support of accreditation by NWCCU in academic Year 2016/2017, Bates' Library hosted an NWCCU **accreditor's site visit** to review the extent and availability of library resources in order to facilitate continuous improvement.	A year-five library site visit to the library by *NWCCU* accreditors was completed.
In Year 2016/2017, the library established working partnerships in interdepartmental academic support for program accreditation. The faculty librarian assisted the **Early Childhood Education Program** to address specific requirements for interdepartmental collaboration and	The Early Childhood Education Program received program accreditation from the *National Association for the Education of Young Children*.

material support from the college's library, as established by the *National Association for the Education of Young Children*, their accrediting body.	
At the request of our **Business Administration programs**, the faculty librarian addressed questions from the *Accreditation Council for Business Schools and Programs* (ACBSP) regarding the availability of library books, academic journals and targeted support materials available to support students in these program areas. The faculty librarian provided documentation of Information Literacy instruction and other instances of interdepartmental collaboration on collection development for Business Administration programs as required by the Accreditation Council.	The college's Business Administration programs were accredited by the *Accreditation Council for Business Schools and Programs* (ACBSP).
At the request of our **CNC Machinist** program, the faculty librarian will assist in seeking accreditation from the National Institute for Metalworking Skills (NIMS) their accrediting body. In addition to participating with the NIMS accreditation team in a comprehensive on-site review process, the librarian will review NIMS accreditation standards for reference materials, making every effort to ensure that an adequate number of machinist handbooks and periodicals, including metalworking trade magazines and other current information sources as required, will be available to CNC students from Bates library.	If successful, the CNC Machinist program's request for industry accreditation will be approved by the *National Institute for Metalworking Skills* in Academic year 2018-19.
The **Heating, Ventilation, and Air Conditioning** (HVAC) program is in the process of seeking ESCO Institute HVAC Excellence Accreditation. The faculty librarian intends to assist this program's effort to comply with *Standard 5.11 - Multimedia References and Periodicals* by consulting HVAC faculty and purchasing collection materials, cataloging them, and making them available as required: *"HVACR related multi-media reference materials such as; textbooks, newspapers, magazines, periodicals, and computer-based programs available to students, as well as the instructor. Textbooks and reference materials must be current (written within six years or less). All multimedia materials shall be cataloged (DVD's, CD's VHS Tapes, Films, Etc.). A catalog or list of all multimedia reference materials shall include a title, description, and length. The*	If successful, the Heating, Ventilation, and Air Conditioning (HVAC) program's request for industry accreditation will be approved in Academic year 2018-19.

catalog and its listed materials shall be available for student and instructor use." The faculty librarian tenure probationer successfully completed the **tenure review process** and submitted an online portfolio documenting all required review criteria.	In academic year 2016-17 The college's Board of Trustees approved a recommendation of tenure for the faculty librarian. The Lead Library Technician assisted the College Council in providing recommendations to the College President and through the College President, to the Board of Trustees. In academic year 2016-17 the librarian served faculty, instructional deans, and the vice-president of instruction by facilitating the work of the Curriculum Committee. Service on the committee also enhanced the librarian's ability to adapt library holdings to emergent needs resulting from significant program changes. Work on the Committee in academic year 2016-17 allowed the librarian to contribute to the college's effort to achieve alignment between college, program, and course level learning objectives.

Conclusion

Bates Technical College has revised the mission fulfillment framework to meet the expectations of the NWCCU. The College is proud to submit this Ad Hoc Self-Evaluation Report as evidence that faculty, staff and students are taking the recommendations from the commission seriously and implementing changes where needed. The College is looking forward to continuing these efforts and focusing on the Year Seven Mission Fulfillment and Sustainability Self-Evaluation Report and visit.

Appendix A: College Council Membership

Bates Technical College

College Council Members

Current list of members effective February 26, 2018:

Chair

- Roland Robinson (faculty)

Co-Chair

- Kevin Loveland (PTE)

Trustee

- Layne Bladow

Voting Members

- Amber Anderson (Student)
- Bianca Angel-Ortiz
- Jon Bolas (Administrator)
- Blake Ingram (Administrator)
- President, Ronald Langrell (Administrator)
- Amanda Quintana (Faculty)
- Beth Reichenbach (PTE)
- Taylor Roberts (Student/ASG President)
- Rhonda Sample (PTE)
- David Skeen (Faculty)
- Lin Zhou (Administrator)

Ad Hoc Members

- Al Griswold (Ex-officio)
- Holly Woodmansee (Ex-officio)
- Emma Ruhl (Recorder/Ex-officio)

Appendix B: College Council Retreat – Minutes from June 28 - 29, 2017

College Council Retreat - Minutes
Day One
June 28, 2017

Attendance: Christina Blocker; Jon Bolas; Tucker Bush-Kaufman; Al Griswold; Blake Ingram; Ron Langrell, PhD; Kevin Loveland; Amanda Quintana; Roland Robinson; Emma Ruhl; Rhonda Sample; and Lin Zhou, PhD

WORKSHOP 1 – Day One

Our retreat started with a presentation by **President Langrell** on the strategic plan. He gave a lot of background information about the formulation of the strategic plan including some of the issues that the college was dealing with at the time the plan was created; curriculum policy, outdated college policies and procedures, accreditation, lack of national program certifications, lack of institutional data (curriculum documentation, reporting data, enrollment data), and the lack of a financial baseline to work from. The college had been over-reporting FTEs through BMTC and had been receiving excess allocations from the state as a result. When he realized that BMTC was over reporting FTEs and the college was getting allocations based on that, he asked for an audit, which showed that we had been over reporting FTEs by 40%. The president negotiated a rebasing plan that would work in two ways, first to increase enrollment over a period of time, and second, to adjust to a decrease in state allocation money. Bates also agreed to pay back the money that had been over-allocated in previous years. These issues drove the development of the strategic plan. The plans for new clientele, new programs, and student success were based on some of the conditions at the time of the plan creation. In 2012, the college was given four years to implement the rebasing plan and repay money. The plan was to increase enrollment by 1000 FTE, adjust for reduced allocations, and to return the money that have been over-allocated in previous years. What was not anticipated at that time was the fact that all colleges across the system would have enrollment issues in terms of growth and that most colleges would actually lose enrollment over the next few years.

The president sketched out the diagram of the strategic plan (found under tab 5 in the binder) starting with the mission statement (DICE – Bates Technical College enriches our diverse communities by inspiring student learning, challenging greater achievement, and educating for employment) at the top. Under the mission statement is the vision statement, then the statement of values. In the current diagram, the core themes and strategic directions sit side-by-side beneath the statement of values. A return path on the left side of the diagram, from the core themes to the mission statement, represents mission fulfillment. Mission alignment is connected directly to our key performance indicators, of which there are currently 86. Mission sustainability, the determination that we have the resources to reach our goals, relates to our budgeting, class loads, and our external funding sources. The president spent some time

talking about our funding sources. There are three primary sources: State allocations, tuition from students, and the external funding sources. Our primary funding from is from the state and tuition at this point in time, with an eye on increasing other funding sources. (I found it interesting that part of that discussion had to do with college athletics and the positive affect on enrollment.) There's also a corporate support and corporate funding that need to be developed.

The president gave a call to action. He spoke about the difference between being successful and unsuccessful, and the fact that that it's not really hard to be successful. He said the critical point for us is that we move from being successful to successful and effective. We can be successful and effective or we can be successful and ineffective, and our goal should be that we will be successful and effective. He pointed out that we need to set our targets and to work for them. He also pointed out that being successful and effective is a decision. Excellence is not an accident, but something we must deliberately and intentionally work toward. One of the things the president mentioned several times throughout his presentation was a need for alignment between core themes and strategic directions, and between our many of our documents.

Overall Ron gave us a good look at the strategic plan and its elements; the mission statement, vision statement, value statement, and the relationship of core themes and strategic directions. He would like to change the alignment of the core themes and strategic directions to a vertical relationship, with core themes flowing down into strategic directions. The core themes should drive the development of strategic directions.

WORKSHOP 2 – Day One

Workshop two was led by **Lin Zhou** who gave us an overview of Northwest Commission on Colleges and Universities (NWCCU), which is the accrediting body for the college. NWCCU looks for quality, effectiveness, and in improvement in the accreditation process. They do their analysis on a seven-year cycle which is mission centric, outcomes based, encourages self-evaluation, and looks at how resources are allocated. The cycle includes a year one submission of a mission and core themes, a year three mid-cycle report of what we are actively doing toward fulfilling our mission, and a seven visit which is an analysis of whether not we met our goals and fulfilled our mission. In 2016, NWCCU visited Bates for the year three mid-cycle visit and determined that there wasn't enough data evidence to determine whether not we are adequately fulfilling our mission. We were asked to submit an ad hoc evaluation in 2017 (which has been submitted) and another ad hoc report in 2018, which is the next step for our process. In 2020 we will have the seven year visit. Lin is planning to begin specific preparation for the 2020 visit in 2019. She reported that that we are we seem to be doing fairly well in the accreditation process; some other colleges have been asked to provide more information and more data following their three-year visits. We at least appear to be on course and moving in the right direction.

The standards the NWCCU looks at are:

1. Mission, core themes, and expectations

2. Resources and capacities (making sure that we have the resources to actually carry out what it is we say we want to do),
3. Planning and implementation (how we're going to carry out the fulfillment of our mission),
4. Effectiveness, improvement, and assessment (we created a mission and a plan to fulfill our mission; how well did we do? We need to gather data and see whether or not what we did was effective)
5. Mission fulfillment and adjustment (once we look at our data we can determine whether not we fulfilled our mission and then decide what we need to adjust to better meet our mission).

WORKSHOP 3 – Day One

Our third workshop was a look at ourselves as the College Council. We started by looking at our statement of purpose which is published on the website and is included in our binders in section 1. We broke into two groups, and each group was asked to analyze the statement of purpose and create a diagram representing the statement. Each group came up with a unique picture that in its own way shows who we are and what we do. The point of this exercise was to get us all to think more deeply about what it is we are charged to do as a Council, and to become familiar with it. Each diagram will be refined (in terms of media, not content) and made available to Council members as a reminder. The two groups also were asked to look at five of the ten council objectives, which are also part of our guiding document (one group looked at objectives 1-5 and the other looked at 6-10). The groups found that many of the objective are very clear, but a few were confusing. Each group made some recommendations for updating some of the objectives. The recommendations are:

1. Facilitate the planning process for the college by recommending short, intermediate and long term goals developed within the context and ever-changing demands of the external and internal environments. ***(Revised)***

2. Review and define college mission fulfillment and sustainability using key performance indicator data, and recommend targeted improvement to the College President and Board of Trustees for approval on an annual basis. ***(Revised)***

3. Review and recommend revisions of policies and procedures to the College President and Board of Trustees. ***(Revised)***

4. Review Key Performance Indicators by developing a rubric and recommendations for KPIs to measure mission fulfillment. ***(Revised)***

5. Oversee college responses to accreditation recommendations. ***(No change)***

(NEED THE RECOMMENDATIONS FOR OBJECTIVES 6-10)

The proposed revisions will be presented back to the council and then a recommendation will be sent forward to the president for approval.

It was noted that there are several other Council bylaw-related items that need attention, but there was not enough time to address them at the retreat (see the to-do list at the end of the summary).

That ended the first day of the retreat. It should be noted that there were two teambuilding activities in addition to the workshops. Both were enjoyable and well-received.

College Council Retreat
Day Two
June 29, 2017

Attendance: Bryce Battisti; Christina Blocker; Jon Bolas; Tucker Bush-Kaufman; Al Griswold; Blake Ingram; Kevin Loveland; Amanda Quintana; Roland Robinson; Emma Ruhl; Rhonda Sample; and Lin Zhou, PhD

WORKSHOP 4 – Day Two

On the second day of the retreat we set about to clearly identify the structure of the strategic plan with the revisions of the president had suggested. **Jon Bolas** presented a revised diagram showing the core themes above the strategic directions, mission fulfillment connecting the core themes to the mission statement, and mission sustainability connecting the strategic directives back to the mission statement. The diagram will be discussed at the next regular Council meeting and hopefully sent on the President Langrell for approval. Jon, with help from Blake, then led a discussion on what makes a good key performance indicator. While this may seem to be a simple question, it turned out to be a real challenge. We spent quite a bit of time discussing different ways to approach the problem of defining exactly what makes a good key performance indicator. The goal of the discussion was to create a rubric so that we can analyze each of our key performance indicators and reduce the number of indicators from the 86 we currently have in our strategic plan to a more manageable number. After lengthy discussion, we came up with a rubric that we felt is at least a starting point for analysis. The rubric included five factors and a rating scale for each of those factors. Those factors were:

1. Alignment with the core theme objective
2. Importance
3. College wide application
4. Timeliness
5. Measurability

Each of the categories was to be ranked on a scale of 1 to 3 with 3 as the highest rating. Once the rubric was developed, we tried to do an oral report to test it. That process proved tedious and ineffective, so it was agreed to print the rubric and try the process again in workshop 6.

WORKSHOP 5 – Day Two

The next workshop was presented by **Bryce Battisti** on student learning outcomes assessment. Bryce identified the relationship between program learning outcomes, institutional outcomes, and student learning outcomes, then focused his presentation on student learning outcomes. *He talked about the process of assessment, which is establishing desired learning outcomes, measuring the results, and then adjusting the plan to make better progress toward meeting new student learning outcome goals.* At the institutional level there are certain areas of focus. For 2016/17 the focus has been on critical thinking. In 2018/19 the focus will shift to human diversity, and some development support is planned:

1. Directed professional training for faculty
2. An assistance in writing curriculum for human diversity
3. An emphasis on creating environments for a conversation about human diversity
4. A reliance upon industry training to guide faculty in the development of human diversity instruction in their curriculum

Resources will be dedicated to the development of human diversity in curriculum with an emphasis personnel methods and assessment. Some of the plans that Bryce presented were based on a report that came from Edmonds Community College.

To wrap us his presentation, Bryce mentioned the need to include diversity training outcomes assessment in the core theme key performance indicators. The group took quick look and identified a couple of current KPIs that seem to address this. By including this in the key performance indicators we can proactively be looking at our emphasis on diversity as our focus shifts in that direction.

WORKSHOP 6 – Day Two

The final workshop of the retreat was an application of our key performance indicator rubric. We went through the process of narrowing down our current key performance indicators under the workforce education core theme. Each participant was given a sheet that had the rubric on it and asked to rate the existing key performance indicators under Core Theme 1. After everyone finished their ratings using the rubric developed in workshop 4 (see above), we tallied up the totals for each existing indicator. Each person then reported their top three key performance indicators to get a sense of which ones were the most important to the group. Once we had a sense of the group's top priorities we looked at those key performance indicators and realized that some of them could be considered activities that support other KPIs. We matched up the activities and indicators, and were able reduce the number of indicators in that way. We then discussed the "second level" indicators and narrowed them down until we had four (or five?) key performance indicators for the workforce education core theme. The value of the exercise was that it showed that by using the rubric as a tool we could be successfully reduce a large number of key performance indicators into a much smaller and manageable number.

Once we completed the process for workforce education we ended the exercise, confident that we can apply it to the other 3 core themes and accomplish the same results of

reducing the number of KPIs for each. We did learn that it's important to identify and define the categories of the rubric so we know exactly what it is we're considering (for instance, what is "importance", and "college wide"), and what the ranking scale (1 to 3) means.

RETREAT SUMMARY

We ended the retreat by summarizing what we are covered in the two days. We also identified work to be done:

1. Define the categories and ranking scale for KPI selections.
    a. *Jon and Emma will create a survey monkey survey and get input on each of those.*
2. Create a task force to complete the KPI selection process.
    a. *The people participating in the process at the retreat will be the task force and will meet at 10:00 AM, July 10 in A222.*
3. Task force members will receive a survey monkey survey to complete their input forms before the Monday meeting.
    a. *Jon and Emma will create the survey.*
4. Memorize the meaning of DICE.
    a. *Everyone.*
5. Memorize the strategic plan diagram and be able to explain it at a basic level.
    a. *Everyone.*
6. Update the College Council webpage by adding the diagrams of that were created and updating the council objectives.
7. Align the key performance indicators with student learning outcomes and institutional level outcomes at some level.
8. Create a glossary of terms for College Council specifically relating to the strategic plan.
9. Update College Council binders with the latest information.
10. Revise the strategic plan diagram and recommend the revisions to the president.

The following were not discussed due to lack of time but were mentioned as work to be done:

1. Develop a location for storing college council data and providing a method of online discussion.
2. Create College Council bylaws
    a. Selection of members
    b. Length of terms
    c. Member responsibilities
    d. Officers
    e. Officer length of terms
    f. Officer responsibilities
    g. Removal of non-participating members
    h. Other items?
3. Agenda
    a. Standing items
    b. Committee reports / schedule

    c. College annual cycle – recurring topics
    d. Proactive vs Reactive
    e. Monthly additions and changes
4. Committee connections
    a. Identify active/inactive committees
    b. Identify committee chairs and members

Minutes respectfully submitted by Emma Ruhl and Roland Robinson

Appendix C: Core Themes from 2012

Bates Technical College

Core Theme One: Workforce Education

Description

Bates is committed to providing high quality education and training for students seeking advancement in the workforce. Core Theme One, Workforce Education, reflects the Bates Technical College's career training programs, and the success of students during and after their programs. In addition, this core theme reflects Bates' commitment to diversity, and to the value that all students should have equal opportunities for success.

Objectives

Within this theme, Bates has identified three goals for Workforce Education:

- Goal 1: Student access, retention, and achievement of degrees and certificates relates to and supports workforce education
- Goal 2: The College offers high quality degrees and certificates that prepare students for the workforce
- Goal 3: Provide diverse learning opportunities that enable all students to achieve success

Indicators of Success

For each of these goals, the College has identified strategic objectives that will indicate mission fulfillment in the context of this core theme. For each objective, Bates has selected indicators of achievement that will form the measures of success.

Goal 1: Student access, retention, and achievement of degrees and certificates relates to and supports workforce education

Strategic Objective	Indicators of success
Students will progress successfully to attainment of a credential	• Student Achievement Initiative (SAI) points earned by students • Retention and completion rates of students • GPA of students

Students are offered a range of programs that complement area demand now and anticipated for the future	• Job placements of student • Non-traditional enrollment and completion rates
Programs are reviewed for relevancy on a regular schedule	• Programs complete a comprehensive curriculum validation and graduate and/or employer surveys at least every other year
Students who complete a professional/technical degree or certificate possess the necessary skills for successful entry into a job that relates to the field of study.	• Job placement rates of students • Percentage of students successful attaining industry credentials where available and appropriate

Goal 2: The College offers high quality degrees and certificates that prepare students for the workforce

Strategic Objective	Indicators of success
Students are offered an increasing range of appropriate transfer options	• Number of programs with transfer options and articulation agreements • Success of transfer students
Students receive high quality instruction	• Faculty maintain industry and pedagogic skills with continual participation in additional industry or pedagogic courses or other opportunities each year (includes in service) • Number of faculty undertaking intercultural skill development courses to assess and address diversity in the classroom. • Student input form responses
Curriculum is accurate and in compliance with State and industry requirements, and represents exemplary teaching and learning opportunities	• Outcomes from curriculum validations • Industry accreditations for programs (number of and retention of)
Students develop a range of transferable skills that they can apply in the workplace	• Development of 'core college competencies' and inclusion in all program curriculum

Goal 3: Provide diverse learning opportunities that enable all students to achieve success

Strategic Objective	Indicators of success
Students are provided with opportunities to develop as global citizens	• Programs including identifiable diversity and citizenship elements in their curricula
Clear progression pathways are provided for students from precollege through credential attainment, irrespective of the point of entry	• SAI points attained by students • Success of students transitioning from basic skills/GED/ESL into career training programs
Students of color, non-traditional students and students with disabilities attain credentials	• Numbers/percentage of faculty of color, faculty in non-traditional occupational program areas and faculty with disabilities • Success of students of color, non-traditional students and students with disabilities
Opportunities are available for flexible program delivery, including on-line, hybrid, and part time offers	• Number of courses available through flexible options (part-time, evening, on-line or hybrid)

Core Theme Two: Student Centered

Description

Bates is committed to enabling students to succeed; to aspire to education, to reach their educational goals and also to transition successfully to further education or employment. Core Theme Two, Student Centered, reflects the Bates Technical College's services to students in support of their attainment. Again, this core theme reflects Bates' commitment to diversity, and to the value that all students should have equal opportunities for success.

This Core Theme reaches beyond student support services however. It includes the development of capacities that will enable students to succeed beyond the workplace, and develop them into confident, successful citizens. This Core Theme also includes strategic objectives for college-wide abilities, inter- cultural competency, and global citizenship. It includes student representation and involvement in the College community through activities such as the Associated Student Government. Other support services, such as the College Foundation and alumni association are included in this Core Theme.

Objectives

Within this theme, Bates has identified three goals for Student Centered:

- Goal 1. Provide strong engagement with prospective students that increases college knowledge & enrollment
- Goal 2. Provide the tools and services to enrolled students necessary for successful navigation of the college system
- Goal 3: Provide intercultural stewardship, development and involvement activities that create opportunities for expanded awareness, perspective and competency for students

Indicators of Success

For each of these goals, the College has identified strategic objectives that will indicate mission fulfillment in the context of this core theme. For each objective, Bates has selected indicators of achievement that will form the measures of success.

Goal 1. Provide strong engagement with prospective students that increases college knowledge and enrollment

Strategic Objective	Indicators of success
Students demonstrate knowledge of college enrollment processes & support services	• Outcomes from College General Information Session survey • Student enrolment pathway tracking
Enhanced processes that increase the rate of transition of prospective students into the college	• Number of students transitioning from initial contact into enrollment on a college course or program • Number of students moved from priority lists into programs
College website is engaging and informative for prospective students	• TBD
Student Services staff are available and responsive to inquiries	• Customer Relations Management (CRM) outcomes • Student Satisfaction Survey responses on Support areas

Goal 2. Provide the tools and services to enrolled students necessary for successful navigation of the college system

Strategic Objective	Indicators of success
Provide the resources to increase the self-sufficiency of student registration transactions, student financial aid literacy & support services navigation	• Numbers/percentage of students participating successfully in student registration and support functions • Page views of Student Financial Aid web pages (new site) • Ratio of priority to non-priority financial aid recipients handled within deadline
Institute Academic Early Warning policies & processes that identify & intervene w/ vulnerable students	• Retention rate • Number of students transitioned off academic probation successfully
Library resources are appropriate and meet the needs of students and the curriculum	• Library student satisfaction responses • Number/value of library acquisitions (including on-line) • Library gate count
Support services lead to student success	• Success of scholarship and tutoring recipients • Retention and completion (Student Achievement Initiative points) of students of color, non-traditional students and students with disabilities • Outcomes from student 'inspire and challenge' assessments

Goal 3: Provide intercultural stewardship, development and involvement activities that create opportunities for expanded awareness, perspective and competency for students

Strategic Objective	Indicators of success
Opportunities are provided for students to participate in college and community events and activities	• Number of students involved in college opportunities (e.g. College Councils and Committees, ASG, Civics Week, SOCC, Cookie Day, etc.)
Enhancement of intercultural & interpersonal knowledge, skills & abilities	• Development of core college competencies and inclusion in all program curricula • Number of students participating in activities to develop intercultural stewardship and competency • Numbers of disciplinary actions and Bias Incidents

Identify and implement new or enhanced strategies to recruit and retain a diverse student population	• Number of enrollments and success of students of color, students with disabilities, first generation and non-traditional students

Core Theme Three: General Education

Description

Bates recognizes that while the majority of its students choose their program of study and attend for the vocational training provided, that the skills and knowledge attained through general and related education are essential to success. The Core Theme, General Education, encompasses the general and related education components of career training programs, pre-college developmental education courses (including Basic Skills and GED), and ESL courses.

In addition, this Core Theme reflects the importance placed on general and related education at the College. Bates recognizes its responsibility to provide quality general and related education to support student attainment, but also to communicate the value of this associated instruction to students and the wider College community, and to ensure this instruction component is available to all students. The College also recognizes the significance of the general education component in the future success of transfer-intent students, and measures are included to ensure that the College is providing adequate general education instruction to prepare transfer students for success in their receiving institution.

Objectives

Within this theme, Bates has identified three goals for General Education:

- Goal 1: Provide general education instruction that enables students to progress to more advanced courses and entry into degree and certificate programs
- Goal 2: General Education students are satisfied with their academic progress and achievement Goal 3: Applied and Related Instruction components enhance the learning experience and contribute to student attainment
- Goal 3: Indicators of Success

For each of these goals, the College has identified strategic objectives that will indicate mission fulfillment in the context of this Core Theme. For each objective, Bates has selected indicators of achievement that will form the measures of success.

Goal 1: Provide general education instruction that enables students to progress to more advanced courses and entry into degree and certificate programs

Strategic Objective	Indicators of success
Increased access to general education	• Participation in general education classes delivered by alternative methods • Number of students undertaking General Education classes while on a priority list
ABE, ESL, and developmental general education students will transition successfully to a college level technical course.	• Student Achievement Initiative points in ABE/ESL, quantitative reasoning, and transitioning students
General Education classes for transfer students prepare them for higher level classes at their receiving institution	• GPA of transfer students in years 3 and 4

Goal 2: General Education students are satisfied with their academic progress and achievement

Strategic Objective	Indicators of success
Students understand the relevance of general education classes and can apply their learning.	• Number of students enrolling in required Gen Ed classes in first three quarters • Student response rate on 'I can apply the principles I learned' from the Student Input Form
The College sends a clear and effective message of the importance of communication, mathematics and human relations classes	• Number and completion rate of students enrolling in required Gen Ed classes in first three quarters as specified by their delivery plan. • Withdrawal rate of students without any Gen Ed credits (including transferred) and with 75% or more of Career Training credits completed

Goal 3: Applied and Related Instruction components enhance the learning experience and contribute to student attainment

Strategic Objective	Indicators of success
Applied and related education classes are of high quality and support student learning in career training programs	• GPA in applied and related classes, and in associated career training classes • Completion rates of students taking programs with applied and related components • Student response rate on 'I can apply the principles I learned' from the Student Input Form

Core Theme Four: Community Relationships

Description

The College perceives its role as one not only in provision of education and training to students, but in serving as an effective community resource, contributing to the local community, its industries and economy, and serving as an advocate for technical education at the highest levels. The Core Theme Community Relationship embodies three aspects of that responsibility:

- The Business Community (through industrial partnerships including advisory committees, employers, employment support agencies, and the media)
- The Social Community (through outreach, alumni, and local community organizations) The Political Community (through advocacy and partnerships)

The College has set goals for the institution to ensure that it is proactive in developing and maintaining these relationships for the benefit of students, graduates, and the communities in which it operates. The Goals and indicators of success described here reflect how the College will contribute to those relationships in the context of learning and student success.

Objectives

Within this theme, Bates has identified three goals for Community Relationships:

- Goal 1: The College recruits and retains valuable partners to benefit the college, the students, and the community
- Goal 2: Public relations efforts benefit the College and students
- Goal 3: The College encourages and supports an effective learning community

Indicators of Success

For each of these goals, the College has identified strategic objectives that will indicate

mission fulfillment in the context of this core theme. For each objective, Bates has selected indicators of achievement that will form the measures of success.

Goal 1: The College recruits and retains valuable partners to benefit the college, the students, and the community

Strategic Objective	Indicators of success
Strong and valuable community partners/partnership	• Advisory committee membership (number of filled advisory committees, length of service) • Professional organizations directly connected to instructional programs
Partnerships have a direct and positive effect on instructional programs, student services, or the College foundation	• New partnerships created that bring measurable benefits to the college community (donations, work placements, etc.) • Increased donations in cash or in kind • Number of work placements and internships available • Participation of CDAC and IDEAL Council members

Goal 2: Public relations efforts benefit the College and students

Strategic Objective	Indicators of success
Improved and/or enhanced communications	• Number of media hits/website page views • New media partnerships • Utilization of Bates public services (e.g. clinics, shop jobs)
Continued KBTC participation	• Number of internships at KBTC • Number /minutes of college promotional content broadcast
Enhanced social media and new media platforms	• Utilization of social media opportunities
Effective government relations activity	• Number of events, meetings, etc. attended by college leadership with local and state agencies • Number of college events attended by local or state officials

Goal 3: The College encourages and supports an effective learning community

Strategic Objective	Indicators of success
Productive relationships with other Colleges	• Number of new and continued partnership activities with other educational institutions, community-based organizations, and industry. • Number of staff and students directly impacted by partnerships

Appendix D: Student Learning Outcomes Assessment Timeline 2016-2019

Abbreviations:

AC – Assessment Committee
CC – Curriculum Committee
CT - Critical Thinking (CT)
HD – Human Diversity
FLC - Faculty Learning Community
IR - Director of Institutional Research
ID - Instructional Designers
ISLO - Institution-wide Student Learning Outcome
MCO - Master Course Outline
NWCCU - Northwest Commission on Colleges and Universities
ORC - Online Repository of Curriculum
PER - Program Effectiveness Review
PDD - Professional Development Day
SLO - Student Learning Outcomes
SLOAP – Student Learning Outcomes Assessment Plan
TLNI - Teaching and Learning National Institute

Dates	Events	Details	Data
Early 2016	✓ NWCCU Year 7 Report ✓ **Curriculum Committee (CC)** ✓ **Assessment Committee (AC)**	✓ Bates' Year 7 report from the **Northwest Commission on Colleges and Universities** (**NWCCU**) indicated a need for **Student Learning Outcomes (SLO)** alignment from classroom to program to college. ✓ We re-formed the faculty-led Curriculum Committee (**CC**) in 2013 to create and support the process for curriculum review and approval. ✓ We reinstituted a faculty-led Assessment Committee (**AC**) in January 2016 tasked with measuring and reporting progress on **SLO's**. ✓ In June of 2016, we held a joint retreat of the **CC** and **AC** to formalize Bates' curriculum review process.	✓ 10 faculty joined the CC ✓ 10 faculty joined the AC ✓ Multiple drafts of curriculum revision checklists

Dates	Events	Details	Data
Fall **2016**	✓ **IR/ID** meetings ✓ 3-year **SLOAP** ✓ **ORC** workbooks created ✓ **NWCCU** Mid-cycle Evaluation ✓ **MCO** form reinvented ✓ **CT SLO** Plan Survey sent out	✓ Implemented weekly meetings between **Director of Institutional Research (IR)** and **Instructional Designers (ID)** using project management software to track progress. ✓ **ID** and **IR** coauthored a 3-year **SLO Assessment Plan (SLOAP).** ✓ **ID** and **IR** collaborated to create an **Online Repository of Curriculum (ORC)** to catalogue curriculum and align **Student Learning Outcomes (SLO)** in a single data source. ✓ The **ORC** workbook was used into the **Program Effectiveness Review (PER)** process. ✓ Bates' Mid-cycle Evaluation from **NWCCU** approved our 3-year plan. ✓ **AC** created and administered a SurveyMonkey instrument (**SLO** Plan Survey) to collect **SLO** assessment data from each career training program and Gen Ed on the **Critical Thinking (CT) Institution-wide Student Learning Outcome (ISLO).** ✓ Our new **Master Course Outline (MCO)** form is a fillable PDF that can export data directly to the **ORC** workbook. ✓ **CC** published their Curriculum Change Process Map to the Bates website.	✓ 3-year Assessment Plan was ratified by the VPI, ALO, **AC** and **CC** ✓ 3 campuses received **ORC** training from **ID**s ✓ 41 **SLO** Plans were collected by **AC** members (38 programs and 3 Gen Ed) ✓ New **MCO** form required for all curriculum revisions

Dates	Events	Details	Data
Winter 2017	✓ **CT SLO** Plans posted online ✓ **CT SLO** data collected ✓ **AC** meetings reconfigured ✓ **PDD** presentation given	✓ We created a page in the **AC** area of the Bates website to collect and display **SLO** data and uploaded PDF versions of all **SLO** Plans. ✓ Faculty collected data on **SLO**s in their classrooms while teaching and assessing in Winter Quarter. ✓ **AC** divided its monthly meetings into a 30 minute business session and 30 minute working session to review and approve **SLO**s on courses/programs going through the curriculum change process. ✓ **ID** and **IR** trained faculty on reporting student progress on **SLO**s at the **Professional Development Day (PDD)**	✓ 41 **CT SLO** Plans posted to the Bates website.
Spring 2017	✓ **CT SLO** Results Survey sent ✓ **ORC** workbooks posted ✓ ATL round table presentation ✓ **AC** retreat	✓ **AC** created and administered the **CT SLO** Results survey to follow up on the **CT SLO** Plan survey. ✓ **ORC** workbooks were collected, converted to Tableau dashboards and posted to the Bates website. ✓ **IR** and **ID** presented this year's **ORC** and **SLO** survey work to colleagues at the SBCTC annual statewide Assessment, Teaching & Learning meeting May 4th in Spokane. ✓ **AC** held a retreat in June to review **SLO** data collected this year and plan for next year's **SLO** assessment cycle.	✓ 10 **ORC** workbooks created and displayed online as Tableau dashboards.

Dates	Events	Details	Data
Summer 2017	✓ Fall PDD planning ✓ Fall **EC SLO** Survey creation ✓ Fall 2018 Survey (**HD**) plans	✓ **AC** approved the SLO Plan survey for **Effective Communication (EC)** ✓ AC prepared to present at the Fall **PDD** on the **EC SLO** to prepare faculty for the next SLO Plan cycle. ✓ During the second annual **Teaching and Learning National Institute (TLNI), AC** and **CC** members formed a **Human Diversity Faculty Learning Community (HD FLC)** to prepare for 2018-2019.	✓ Post completed SLO Results Surveys (**CT**) to the **AC** web page ✓ **TLNI** report on the **HD FLC** plans
Fall 2017	✓ September **PDD** workshop ✓ **HD FLC** kickoff trainings ❑ Update **SLOAP** ❑ New **ORC** workbooks sent out ❑ **AC** promotional video ❑ **EC SLO** Survey to be sent out	✓ September **PDD** session reviewed Dr. Langrell's pilot project, **CT** survey results and previewed **EC** survey ✓ **HD FLC** hosts guest speaker at **PDD** and conducts focus group for interested faculty. ❑ **AC** creates and posts a 2-minute video promoting ❑ **ID** and **IR** update 3-year **SLOAP**. ❑ **ORC** workbooks administered to 18 programs in **PER** for 2017-2018 ❑ **AC** administers the **EC SLO** Plan survey in December	❑ Post **CT SLO** survey results online ❑ Track **AC** promotional video views in YouTube ❑ Post **SLOAP** on college website
Winter 2018	❑ **EC SLO** Plans posted online ❑ **EC SLO** data collected ❑ **HD SLO**s written & reviewed	❑ **EC SLO** plans to be converted to PDF and posted on the appropriate AC web page. ❑ Faculty collect data on **EC SLO**s in their classrooms while teaching and assessing in Winter Quarter. ❑ **HD FLC** finishes writing new **HD SLO**s and submits them to the **AC** for review.	❑ **EC SLO** plan posted to the **AC** web page

Dates	Events	Details	Data
Spring 2018	❑ Approval of **HD SLO**s ❑ **EC SLO** results survey	❑ **HD SLO**s that make it through the curriculum review process will be approved for 2018-2019 rollout. ❑ AC administers **EC SLO** Results survey to faculty who completed the **EC SLO** Plan survey in Fall Quarter.	❑ **MCO**s with new **HD SLO**'s posted to **MCO** Curriculum Documentation
Summer 2018	❑ Update **ORC** in Tableau	❑ By July. 1st 2018 all 49 programs will have their entire curricula revised and documented in **ORC** workbooks	❑ Post **EC SLO** plan to the **AC** web page ❑ Post balance of 30 **ORC** workbooks to the Bates website
Next steps	❑ 3rd assessment cycle begins ❑ **HD SLO**s emphasized ❑ Assessment Data System Planning for 2020-2027	❑ **AC** will survey faculty on the **HD SLO** during the 2018-2019 academic year. ❑ We anticipate a need for further faculty training on what it would mean to assess for **HD** in their programs. ❑ **ID** & **IR** will begin planning for an improved **SLO** assessment cycle to be implemented in 2020.	